

STAFFORD COUNTY SCHOOL BOARD

Agenda Consideration

TOPIC: Report Card Pilot Proposal for Grades 1 -3

ITEM NO: 10B

PREPARED BY:

MEETING: October 26, 2004

ACTION DATE: November 9, 2004

Andrea Bengier
Assistant Superintendent for Instruction & Technology

Peter Vernimb
Executive Director for Instructional Services

Nancy Guth
Supervisor of Humanities and Literacy

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ACTION REQUESTED BY THE SUPERINTENDENT:

Receive information regarding a Report Card Pilot Proposal for Grades One – Three with action requested at the November 9, 2004, meeting.

KEY POINTS:

The current report card does not correlate with the changes that have been implemented in instruction over the past several years. Throughout the previous year, a committee (list of members is attached) met to revise the current report card for grades one – three. The Instruction Department is requesting a small pilot to analyze the report card draft and revise as needed.

- Eight teachers from four schools – Garrisonville, Rockhill, Stafford, and Falmouth - have been selected for the pilot. The schools were selected because they represent various constituencies and populations. Two teachers from one grade level at each school will pilot the report card draft.
- The three main objectives for the pilot include generating parental input, developing a module for district-wide training, and developing and streamlining a recording method for the proposed grading scale used in grades one – three.
- Teachers will conduct building level informational meetings for parents to explain the report card draft and answer questions about the pilot.
- Parents and students will receive the current report card for the first two reporting periods, and transition to the report card draft at mid-semester. They will then receive quarterly reports with an interim at the midpoint of each quarter.
- Parents will be asked to complete surveys periodically throughout the pilot.
- Teachers will participate in an intensive, professional development study group in order to navigate the implementation of the report card draft.

SCHOOL BOARD GOAL:

Goal 1: Provide educational excellence through instruction that establishes high expectations for *all* students yet recognizes the unique needs of each learner.

FUNDING SOURCE:

AUTHORIZATION REFERENCE:

Report Card Pilot Grades One - Three Proposal October 2004

Rationale:

The current report card has been in existence for at least fourteen years. Since the inception of *Standards of Learning* testing and *No Child Left Behind* legislation, the face of education has changed. Teachers are teaching in a standards-based era, where accountability of student learning is explicitly assessed, analyzed and reported. The current report card does not correlate with the changes that have been implemented over the past several years.

Throughout the past year, a committee of fourteen teachers, two administrators and one parent met to revise the current report card for grades one - three. Committee members analyzed report cards from surrounding counties, developed a report card draft and received feedback on the draft. Content specialists then perused the draft to confirm alignment with the county and state curricula, and recommend any necessary changes. Additionally, a subcommittee met over the summer to develop criteria for evaluating student learning.

The targeted date for implementation of the revised report cards is fall 2005. In order to facilitate a smooth transition for teachers, parents and students, the report card needs to be analyzed and refined during the upcoming school year. The following proposal outlines a pilot project to analyze and refine the report card draft based on data collected from the pilot.

Objectives:

- Generate parental input regarding the report card draft and use the information to revise and refine the draft.
- Develop a module for district-wide training on assessment and grading with the revised report card.
- Develop and streamline a recording method for the new grading scale used in grades one – three.

Implementation Process:

Eight teachers from four schools – Garrisonville, Rockhill, Stafford, and Falmouth - have been selected for the pilot. The schools were selected because they represent various constituencies and populations. Two teachers from one grade level at each school will pilot the report card draft. One teacher at each school is a member of the report card committee. The other teacher teaches the same grade level and is unfamiliar with the report card draft.

Pilot teachers will use the current report card for the first two reporting periods. At mid-semester, they would transition to the report card draft.

Other changes proposed by the report card committee would be implemented as well. The report card draft is based on a quarterly reporting schedule as opposed to six-weeks. Beginning at the end of the semester, pilot teachers would distribute report cards according to the nine-week schedule. They would also send home mandatory interims for each child at the midpoint of the third and fourth quarters. Pilot teachers would continue to conference with parents according to the school schedule. Typically, there are two scheduled conferences per year, and additional conferences as needed or requested by parents or teachers.

Upon approval of the pilot, pilot teachers would conduct informational meetings with the parents in their classrooms to introduce the report card draft and answer questions. They would also meet two times per month to analyze student work, develop and analyze parent surveys, and develop a training module for teachers in the district. Eventually, they would lead the training for teachers on how to use the new report card. Finally, teachers who did not develop the report card draft as part of the committee will participate in a focus group. Anecdotal data will be collected and used to for final revisions and the training module.

Parents would be asked to complete surveys at mid-semester and at the end of the third quarter. The data collected from the surveys would be used to revise and refine the report card draft.

The School Board would receive information on the proposed report card at the end of May with action requested at the June meeting. Training of teachers would be conducted throughout the summer.

Implications:

The report card draft gives parents and students more specific information about their child's performance in reference to the *Standards of Learning*. Because the information is so detailed, weaknesses in specific subject areas can be targeted and addressed. Therefore, the report card draft serves as an additional tool for closing the achievement gap and meeting adequate yearly progress for *No Child Left Behind* objectives.

The pilot allows for a wider range of parental involvement and feedback. Parents often have a different perspective than teachers and their input is critical to the utility of the reporting instrument. If parents do not support or understand the report card, then major changes will need to be made before implementing the report card district-wide. If parents support the changes that have been made, then district-wide implementation would be the next logical step.

The report card draft is far more detailed than the current report card. Teachers need to practice using this report card in order to determine if it is a viable tool for reporting student learning to parents. A concern is that the report card will be too cumbersome for teachers because so much detail is included. Therefore, a desirable outcome of the pilot is to be able to streamline the reporting process prior to district-wide implementation.

The report card draft was designed with one question in mind: What is best for children? The pilot will allow for a thorough examination of the utility of the report card draft prior to district-wide implementation. The data collected will be used to finalize the report card draft and plan for teacher training. Ultimately, the results of the pilot will help us determine if we have indeed developed a reporting instrument that is “best for children.”

Stafford County Public Schools Report Card Committee for Grades One – Three

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*** Rubric Subcommittee member**

Report Card Pilot for Grades One – Three

Timeline

2004 - 2005

October 5	RCP Planning Meeting
October 26	School Board Meeting – Information Presentation
October 19	End 1 st Six Weeks
November 2	Teacher Meeting: Plan & Schedule Parent Meetings
November 9	School Board Meeting – Action Requested
November 10	End 1 st Quarter
November 16	Teacher Meeting: Grading Procedures/Develop Parent Survey
Nov. 15 – Dec. 10	Parent Meetings at GES, SES, FES, RES
December 3	End 2 nd Six Weeks
December 7	Teacher Meeting: Develop & Finalize Parent Survey
January 4	Teacher Meeting: Analysis of Student Work Samples
January 18	Teacher Meeting: Implications for Training Teachers
January 31	End 3 rd Six Weeks/ End of 2 nd Quarter
February 1	Teacher Meeting: (half-day) Report Card Completion
February 8	Pilot Report Card – 2 nd Quarter: Survey Parents
February 15	Teacher Meeting: Implications for Training Teachers
March 1	Teacher Meeting: Parent Survey Analysis/ Interims
March 7	Interim Report 3 rd Quarter
March 15	Teacher Meeting: Develop Training Module
March 16	End 4 th Six Weeks
April 5	Teacher Meeting: Develop for Training Module
April 13	End 3 rd Quarter
April 19	Teacher Meeting: Focus Group
April 21	Pilot Report Card – 3 rd Quarter: Survey Parents
May 1 – 15	Analyze Data – Revise/Finalize Report Card
May 3	Teacher Meeting: Analyze Data – Revise/Finalize Report Card
May 5	End 5 th Six Weeks
May 10	Teacher Meeting: Analyze Data – Revise/Finalize Report Card
May 17	Interim Report 4 th Quarter
May 23	School Board Meeting: Information on Proposed Report Card
June 14	School Board Meeting: Action Requested -Approval of Proposed Report Card
June 17	End 6 th Six Weeks/ End 4 th Quarter
July	Print Report Cards
July	Report Card Training Sessions
August	Report Card Training Sessions
September	Distribute Report Cards



Stafford County Public Schools Report Card for Grades One – Three

Student Name _____

Grade _____ Year _____ School Phone _____

Teacher's Name _____

School _____

CODE:

- 4 Exceeds standards
- 3 Meets standards
- 2 Works toward standards
- 1 Performs below standards
- X** Not assessed

- *** Curriculum is adapted to student's needs.
See teacher comments.

ATTENDANCE

	1	2	3	4	TOTAL
Days Present					
Days Absent					
Times Tardy					

MATHEMATICS

	1	2	3	4	FINAL
Applies problem solving and reasoning strategies					
Uses number sense to identify, count, write and compare numbers					
Solves number sentences using basic facts					
Applies concepts of measurement for objects, time, money and temperature					
Demonstrates an understanding of geometric concepts					
Recognizes and creates a variety of patterns					
Records and interprets data					
Uses mental math to solve problems					

READING

	1	2	3	4	FINAL
Uses phonetic principles					
Shows vocabulary development					
Reads with comprehension using a variety of strategies					
Reads fluently with expression					

WRITING

	1	2	3	4	FINAL
Uses components of the writing process					
Writes to communicate ideas					
Applies correct mechanics and usage to writing					
Applies spelling patterns and rules to writing					
Spells correctly on spelling tests					

SCIENCE

	1	2	3	4	FINAL
Understands scientific concepts, facts, principles and methods					
Observes, questions and problem solves using appropriate vocabulary					
Records and interprets scientific data					

	1	2	3	4	FINAL
SOCIAL STUDIES					
Identifies important historical people and events and their significance (history)					
Uses maps and globes, and identifies features of the earth (geography)					
Explains how people make a living (economics)					
Demonstrates an understanding of rules, laws and citizenship (civics)					

ORAL LANGUAGE					
Communicates ideas orally					

SOCIAL HABITS					
Follows classroom and school rules					
Respects the rights, property and opinions of others					
Demonstrates physical control					

WORK AND STUDY HABITS					
Begins and completes assigned work on time					
Returns completed homework on time					
Displays effort					
Listens to and follows directions					
Pays attention in class					
Takes care of belongings and materials					
Participates in class discussions					
Uses legible handwriting					
Works independently					
Works cooperatively					

All children receive instruction in music, art, and physical education, but these areas are not graded.

FIRST QUARTER TEACHER COMMENTS 	<input type="checkbox"/> CONFERENCE REQUESTED
SECOND QUARTER TEACHER COMMENTS 	<input type="checkbox"/> CONFERENCE REQUESTED <input type="checkbox"/> Retention possible

THIRD QUARTER

TEACHER COMMENTS

☐

CONFERENCE REQUESTED

☐

Retention possible

FOURTH QUARTER

TEACHER COMMENTS

☐

CONFERENCE REQUESTED

At the beginning of the school year your child will be in grade_____.

Teacher's Signature _____



Stafford County Public Schools Report Card Verification Form

Name: _____

Teacher: _____

School: _____

The report card is your copy to keep. Please sign this verification form and share any comments you may have. Then return it in the envelope provided.

FIRST QUARTER

Parent comments:

☐ Conference requested

Parent/Guardian Signature _____

SECOND QUARTER

Parent comments:

☐ Conference requested

Parent/Guardian Signature _____

THIRD QUARTER

Parent comments:

☐ Conference requested

Parent/Guardian Signature _____

Stafford County Public Schools Sample Writing Rubric – First Grade

Note: Rubrics have been developed for each grade level in mathematics, reading and writing. They are designed for teachers to use when they assess student learning. The information in the rubrics can also be shared with parents during parent/teacher conferences.

WRITING	4 - Exceeds Standards	3 – Meets Standards	2 – Works toward standards	1 – Performs below standard
Uses components of the writing process (Composing)	<ul style="list-style-type: none"> Groups sentences together that focus on one topic Independently brainstorms and generates ideas 	<ul style="list-style-type: none"> Focuses on one topic in a sentence Uses previous experiences to generate ideas Collaboratively brainstorms 	<ul style="list-style-type: none"> Groups related words and/or phrases to resemble a sentence Choose a writing topic with prompting from the teacher 	<ul style="list-style-type: none"> Groups unrelated ideas Needs an assigned topic
Writes to communicate ideas (Written expression)	<ul style="list-style-type: none"> Uses descriptive language to present events and thoughts in sequence 	<ul style="list-style-type: none"> Uses descriptive language Reads own writing accurately 	<ul style="list-style-type: none"> Randomly uses descriptive language Add/omits words when reading own writing 	<ul style="list-style-type: none"> Descriptive language is not evident unable to recognize and read own writing
Applies correct punctuation, capitalization and grammar to writing (Usage)	<ul style="list-style-type: none"> Writes complex and varied sentences Consistently uses capitalization and punctuation rules in writing Applies phonetic skills to spell complex words 	<ul style="list-style-type: none"> Uses complete sentences in writing Usually uses capitalization and punctuation rules Uses correct spelling for high-frequency sight words and phonetically regular words 	<ul style="list-style-type: none"> Strings words together Randomly uses capitalization and punctuation rules Sometimes uses correct spelling for phonetically regular words 	<ul style="list-style-type: none"> Uses some recognizable and understandable words Does not use capitalization and punctuation rules Constructs words using beginning and ending sounds

FIFTH SIX WEEKS

TEACHER'S COMMENTS:

☐ Conference Requested

***SEE ATTACHED COMMENTS**

☐ Retention Possible

PARENT'S COMMENTS:

☐ Conference Requested

Parent's Signature _____
PLEASE SIGN AND RETURN CARD

SIXTH SIX WEEKS

TEACHER'S COMMENTS:

At the beginning of the next school year your child will be in _____ Grade

Teacher's Signature _____



STAFFORD COUNTY PUBLIC SCHOOLS PROGRESS REPORT

Grades One, Two and Three

Pupil's Name _____

Grade _____ Year _____ School Phone No. _____

Teacher's Name _____

School _____

Dear Parents:

The School Board is committed to clear communications with families about the progress of students. The report card informs you of your child's performance in each program area.

Please review the report card and discuss it with your child. More importantly, talk with your child's teachers and principal regularly. Your child receives a better education when there is communication and cooperation between the home and school.

The grades on this report card are measures of your child's performance in relation to ability. If the teacher requests a conference, please meet to be sure you are fully aware of your child's progress at school.

We need an open and cooperative relationship with you to provide the best possible education for your child.

Sincerely,

Jean S. Murray
Superintendent

ATTENDANCE RECORD

GRADING PERIOD	1	2	3	4	5	6	TOTAL
Days Present							
Days Absent							
Times Tardy							

PERFORMANCE RECORD

COMMENTS

SOCIAL DEVELOPMENT:

GRADING PERIOD	1	2	3	4	5	6
Practices good manners						
Practices self-control						
Shows respect for others						

WORK AND STUDY HABITS:

GRADING PERIOD	1	2	3	4	5	6
Begins and completes assigned work on time						
Works independently						
Displays effort						
Listens to and follows directions						
Works neatly						
Brings supplies to do work						
Returns homework/projects on time						

PERFORMANCE CODES

SOCIAL DEVELOPMENT AND WORK HABITS

- 1 Indicates area of particular strength
- 2 Indicates satisfactory progress
- 3 Indicates area needing effort or special help

FIRST SIX WEEKS

TEACHER'S COMMENTS: ☐ Conference Requested

PARENT'S COMMENTS: ☐ Conference Requested

Parent's Signature _____ PLEASE SIGN AND RETURN CARD

SECOND SIX WEEKS

TEACHER'S COMMENTS: ☐ Conference Requested

PARENT'S COMMENTS: ☐ Conference Requested

Parent's Signature _____ PLEASE SIGN AND RETURN CARD